

BASIC SPEECH FUNTION APPLICATION IN CASUAL CONVERSATION BETWEEN THE ENGLISH STUDENTS OF MURIA KUDUS UNIVERSITY AND FOREIGNER

Titis Sulistyowati¹

ABSTRAK

Siswa-siswa saya barangkali tidak menyadari bahwa dalam melakukan sebuah percakapan ada beberapa tehnik yang harus diperhatikan, seperti bagaimana cara membuka, melakukan pembagian giliran berbicara, mempertahankan situasi, menutup dan melakukan pembagian kekuasaan. Artikel ini mempelajari penggunaan fungsi percakapan (speech function), dan pilihan moods yang digunakan dalam percakapan kasual antara mahasiswa Universitas Muria Kudus dengan turis asing. Pembelajaran ini mencoba mencari apakah kedua belah pembicara melakukan pembagian giliran dan kekuasaan yang seimbang yang mana tercermin dari penggunaan fungsi percakapan, dan mood yang digunakan. Subjek dari pembelajaran ini berjumlah tiga orang, dua diantaranya adalah mahasiswa UMK semester tiga dan satu orang turis asing berasal dari Italia. Data analisis menunjukkan, dari teks hasil transkripsi yang didapatkan dari percakapan mahasiswa dan turis, penggunaan fungsi percakapan mereka ternyata tidak seimbang; interaksi didominasi dengan pertanyaan yang dilontarkan oleh siswa, dan jawaban sebagai respon dari turis. Jadi jelas bahwa di sini para siswa berperan sebagai pihak yang meminta informasi secara terus menerus dan sebaliknya turis berperan sebagai pihak yang memberikan informasi secara berkepanjangan. Percakapan kasual yang seharusnya menjadi percakapan yang seimbang justru cenderung menjadi percakapan transaksional atau sebuah interview.

¹ Staf pengajar pada Fakultas FKIP Universitas Muria Kudus

ABSTRACT

My students probably do not realize that in conducting a conversation there are several techniques to be considered, such as the way to open, to have turn distribution, holding the floor, closing the conversation and the power distribution. This paper studies the use of the basic speech functions in the casual conversation between Muria Kudus University of English Department Students and a tourist. This study tries to find out whether both speakers have used equal turn distribution and power on their oral communication which is visualized from the use of the basic speech functions, and congruent moods. The subjects are three people, two third semester students from English Department of UMK and a foreign tourist from Italy. The data analysis shows, in the transcribed text derived from the students and tourist conversation, speech functions use is not reciprocal; the interaction is driven by questions produced exclusively by the students, and answers in response from the tourist. Oppositely only the tourist takes the role of giving information. Casual conversation supposes to be interaction among equal, but in this conversation, the exchange tend to be transactional conversation or interview.

Keywords: *speech function, discourse purpose, mood, and conversational structure*

INTRODUCTION

In this study, I look at how people interact through face to face communication or how they conduct conversations in order to exchange their intentions. The communication involves contexts which indicate their interpersonal relations and sometimes degree of intimacy between the speakers. Such contexts appear differently when we spend time chatting with

friends to whom we have already knew before and to whom we recently meet. In the context of family, for example, we will have less control then when we are talking in the work place or new communities. In this case, the context of interaction determines our individual freedom.

Concerning to the facts which are mentioned above, I decide to observe or analyze casual conversations base on the structure.

This study will focus on the achievement of the interaction. It involves the exchange of speech functions, moves, the discourse purposes, and congruent moods, as the evidences of the process of negotiation between both speakers. This analysis will illustrate how such patterns are used and expressed in the conversational structure to indicate the intimacy and interpersonal differences of the speakers.

As second language learners, my students' abilities in speaking English are not as good as his first language. Instead of overlapping others aspect in studying other language, such as cultural differences, social interactions, and the politeness norms, they also find other threats on discourse, lexis and grammar, and phonology/pronunciation, and also vocabularies. In fact they are often speaking only for the sake of their own understanding, and probably they neglect the most important purpose on speaking English that the language they study are supposed to be used in international communication and not among the Indonesian English speakers only. So how do they make their English understandable in the international communication, probably will

become the biggest problem in teaching and leaning English as a second language in Indonesia.

When I follow some interactions among my students, I observe that there are several problems on keeping the conversations run properly. The silence is commonly taken when ever my students get their turns; it seems that they need more time to think what's going to say next. On other occasions, when both speakers are getting seriously engage with the topic, one speaker seems to have a kind of monopoly on the topic and doesn't give his opponent to take his turn. Sometimes, one speaker also interrupts without any proper permission to the other speaker's turn talking. Base on the above facts I can draw such conclusions that my students probably do not realize that in conducting a conversation there are several techniques to be considered, such as the way to open, taking turn, giving turn, holding the floor, closing the conversation and so on.

From the discourse point of view, there are several terms in oral communication that we need to consider in order to keep the process of interaction run properly and the Indonesian English students should be aware of this notion. To

construct good conversational communications, our students should also understand about the discourse structure of conversation. That structure will help them in taking they position and turn in which the contexts of situation they are involved in.

This research needs to be conducted in order to give kinds of illustration of how we should hold a good conversation and how we should behave as smart speakers to avoid some rudeness, overlapping or other unexpected incidence.

By observing their interaction in casual conversation with English speakers from other countries, my expectations are, that I can gain clear illustrations on their abilities in constructing conversational structure concerning to the context of discourse whenever they are communicating with other speakers from other countries, so I can measure their abilities on such term, and their capabilities in applying their grammar knowledge into real social roles, such as negotiating the relationship of solidarity and intimacy in participating in the oral communication. Take for example, when they are conducting a conversation with a foreigner and the student should take the first turn, to open the communication,

what speech function they will use, and how they will react to such reaction or move from his opponent will deliberately give some interesting aspects to analyze.

The result of this study hopefully will be useful both theoretically and practically. Theoretically this study will contribute to the study of the discourse study in the casual conversations, especially casual conversations which are conducted by English students in Indonesia compared to other countries English speakers. From those comparisons, hopefully we, as English teachers, will find out our inside weaknesses in teaching, so we can repair our way of teaching, or inventing the suitable approach in teaching if it is possible. In addition, this study can add the number of researches on discourse field in Indonesia where such studies are still rarely done. This research also hoped to be a consideration for further study and able to motivate other researchers to conduct such researches.

Practically, this study will be useful for English students in Indonesia, teachers and general readers. The English students, especially university students, can have knowledge on the ways of taking position on oral

communication and ways of creating acceptable conversational structure. For teachers, especially English teachers, this study might inform them about the importance of the discourse structure of casual conversation in international conversations. The general readers will finally be conscious of the significance of discourse in the oral communication.

The major problem I want to solve in this study is how the conversational structure is used in casual conversations between English students of Muria Kudus University and foreign tourist, which can be elaborated in terms of speech function classes, and mood choices.

REVIEW OF RELATED LITERATURE

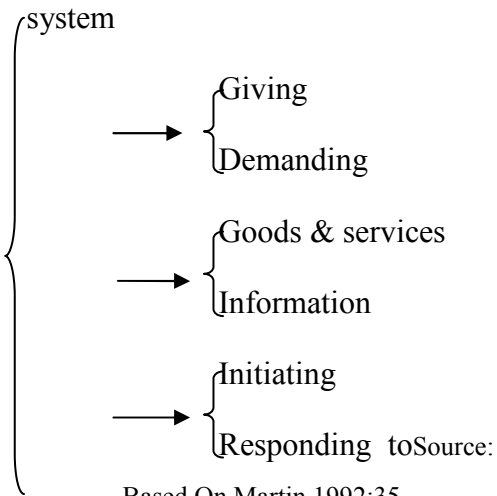
Speech role	Commodity exchange	
	Information	Goods-and-services
Giving	statement	Offer
Demanding	questions	Command

Table 1 Speech role and commodities in interaction
Source; based on Halliday 1994:69

The Basic Speech Functions

Halliday points out some aspects in oral communications; one of them is that in conducting conversations, interactants are establishing a relationship: between the persons speaking now and what the others will probably say next. He suggests that “dialogue is a process of exchange involving two variables; a commodity to be exchange; either information or goods and services, role associated with exchange relations; either giving or demanding” (Eggins and Slade, 1993:180). The relations can be well explained in table 1. Martin also supports the relation by drawing key-system on speech function (fig.1).

Figure 1 Speech functions-key



Based On Martin 1992:35

Initiating speech function	Responding speech function	
	supporting	confronting
offer	acceptance	rejection
command	compliance	refusal
statement	acknowledgement	contradiction
question	answer	disclaimer

Table 2 Speech function pairs
Source: based on Halliday 1994:69

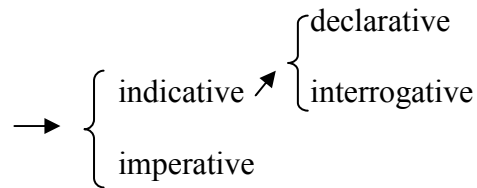
Mood types

According to Martin’s opinion, there are two central mood systems, which classify English

Eggins and Slade (1997:183) summarize Halliday’s outline of the semantics of dialogue in this table 2. The connection between speech function and context is that the social role which is delivered by both participants will deliberately recall the speech function as the access of interaction of both.

clauses as three basic types of interact.

Figure 2 Two Mood System



Source: based on Martin 1992:31

The appropriate structural realizations are (Martin 1992:32):

[declarative] subject-finite-predicator.....

[interrogative] finite-subject-predicator.....

[imperative] predicator.....

Egins & Slade elaborate more on mood types. They are declarative, polar interrogative, tagged declarative, wh-interrogative, imperative, exclamative, elliptical clauses, elliptical clauses, and minor clauses. (1993:85-94)

Egins & Slade (1993: 84) explain that declarative clauses refer to clauses in which the subjects occur before the finite elements. These following excerpts are the example of declarative,

We are
 interested to Italy
 Subject finite
That 's not
 the best part of Italy
 Subject finite
 Full declarative clauses are usually used to initiate talk by putting forward information as the negotiating commodity.
 Polar interrogative clauses on the other hand are also known as yes/no question. They can be identified as clauses where the finites occur before the subjects. These are the examples,
Is it your first
 visit?
 finite Subject
do you like
 Indonesia?
 Finite subject

Full polar interrogative are usually used to initiate talk by requesting or demanding any information from the opponents.

Tagged declarative clauses are mid-way between declarative and polar interrogative. The structure is like declarative which the subject occurs before the finite, but it is ended by "mood tag". Tagged declarative is commonly used to avoid sense that we are

asserting our opinion. Here are the examples,

You know many objects, don't you?

Mood tag

It is lovely, isn't it?

Wh-interrogative clauses are realized by wh-question words, e.g. *who, what, which, where, whose, etc.* the wh-words usually occur before the finite and followed by the subject. The use of wh-question words depend on the element which is probed, for example; the word *who* probes for a missing subject. These quotations are usually used to elicit additional circumstantial information.

Who is speaking?
Where do you work at Jakarta?

Imperative clauses commonly do not contain subjects' element or finite but only consist of predicator and other elements like complements or adjunct. The function of imperative usually is to make command or demand someone to do something. The omission of the subject in these clauses is because the clauses are usually addressed directly to the person "you".

Go get something to eat!
 Predicator

Exclamative is not merely a word or clause produce with emphatic or surprised intonation. Exclamative are typically used to encode judgment or evaluation of events.

What a nice place!
 How wonderful it is!

All the examples above are full clauses: clauses where all the structures are realized. However in giving responds people are not always realized it in full form or some elements are ellipse (e.g. elliptical declarative, elliptical interrogative, elliptical imperative and so on). Those ellipsed elements typically depend on the prior moves.

You come here only with your....
Just the two of us"

The above example is the example of elliptical declarative "*just the two of us*" consist of only circumstantial adjunct.

it's your first time?
 in Indonesia?

"*In Indonesia?*" is the example of elliptical interrogative.

It is the reaction of the previous question where the second speaker actually intends to confirm the previous move.

Move

A chance of a person speaking in a conversation is called turn. There is probably more than one move in one turn. However speech functions can be analyzed through realization of moves. Eggins and Slade explain that a move is a unit after which the speaker change could occur without turn transfer being seen as an interruption. The end of a move indicates an idea that the speaker could stop at that point. Move and clause are distinct units, but moves are realized in clauses. (1997: 184-186)

Based on Eggins and Slade (1997: 186), there are two criteria in determining whether a clause is a move:

- i) the grammatical dependence or independence of the clause (whether the clause has made independent selection of mood);
- ii) prosodic factors (whether the end of a clause corresponds to the end of a rhythmic/intonation unit).

Clause and Mood

Gerot and Wignell (1995: 82) define clause as the largest grammatical unit. People do not speak in sentences, but they speak in messages which are realized grammatically in clauses and clause complexes. Eggins and Slade (1997: 106) identified a clause as a sequence of some of the constituent: Subject + Finite, plus a Predicator, and combinations of Complements and Adjuncts with some elements possibly ellipse but recoverable from prior move. In the dynamic of spoken interaction people do not always finish their clauses. It is also useful to keep notice of these clauses by giving those numbers, but some codes need to be assigned to indicate they are unfinished.

Eggins and Slade (1997: 74-82) also state that at the clause level, the major pattern which enact roles and roles relation are those of moods. Mood refers to the pattern of clause type, such imperative, interrogative and declarative. As a set of basic clause constituents, mood consists of a Subject and a Finite, a Predicator and some combination of Complements or Adjuncts. Subject is the participant (person or thing) in the clause. Predicator encodes the action or process involved in the clause.

Compliment is a participant which is implicated in the proposition, but it is not the pivotal participant. Adjunct is the element which is additional and its function is to add extra information about the event express in the proposition.

Method.

Subject

The subjects in this study were three people, two students and another was a foreign tourist. They were English students who take English as second language. They were in the third semester of English department at Muria Kudus University, Central Java, Indonesia. The foreigner was a tourist from Japan who was taking her vacation at Borobudur, Central Java, Indonesia.

Data gathering

In doing this study, the data was collected by recording a face to face conversation between students and a foreign tourist. Some students were assigned to have a short conversation with some foreign tourists and at the same time they should also record the conversation.

Type of Data

The data of this study is in a form of written spoken text which is derived from transcribing the students' oral communication.

Data Analysis

Analysis of basic speech function choices

Context of situation:

Some students were trying to have an English conversation with a foreign tourist at Borobudur temple. They were intending to initiate by asking the tourist about Borobudur.

Speech Function Command about the history of	Turns/Moves 1	Participants Student	Clauses (i) (Could you tell me Borobudur?)
Question	2	foreigner	(i) Can I tell you about?
Answer	3	Student2	(i) The history of Borobudur.
Compliance	4/a	foreigner	(i) Well ... very little (ii) because I learn a little bit from him [pointing to a man next to him].
Compliance (cont)	4/b		(iii)Umm ... I'm coming down to up.
Compliance (cont)	4/c		(iv)And umm ... I was looking at the sculpture of the history of Siddhartha
Compliance (cont)	4/d		(v) and then I've seen the Buddha side (vi) about how he sat down umm ... for meditation.
Question	5	Student2	(i) you come here only with your
Answer	6	foreigner	(i) Just the two of us ()
Question	7	Student3	(i) It's your first time?
Question	8/a	foreigner	(i) In Indonesia?
Answer	8/b		(ii)No.
Answer (cont)	8/c		(iii) Because I came here several times for work,
Answer (cont)	8/d		(iv)but that time I never came out of Jakarta.

Answer (cont)	8/e		(v)So, it's the first time out of Jakarta to enjoy the Borobudur.
Question	9	Student	(i)Where do you work at Jakarta?
Answer	10	foreigner	(i) umm ... we work in umm...cables ... electric cables ...like [pointing] cable to collect energy ... to transfer energy ... electricity cable ... yes.
Statement Italy.	11	Student3	(i) we're interested to
	12/a	foreigner	(i)Yeah.
Question	12/b		(ii)What do you wanna know?
Statement	13	Student	(i) We know Italy about football.
Contradiction	14/a	foreigner	(i)That's not the best part of Italy.
contradiction(Cont)	14/b		(ii) Football.
Question	15	Student2	(i)So?
Answer	16/a	foreigner	(i)There are much better places.
Answer (cont)	16/b		(ii)There are churches.
Answer (cont)	16/c		(iii)There are monuments which might be not as good as yours, smaller.
Question	17	Student3	(i)How about culture?
Answer	18	foreigner	(i>About the culture.
Answer(cont)	19/a		(ii)Umm ... well ... what can I tell you?
Answer (cont)	19/b		(iii)We have a lot of

Answer(cont)	19/c		sculpture. (iv)We do have sculpture, (v) but we have a lot of paintings.
Answer (cont)	19/d		(vi) So for example, the history of our religion.
Answer (cont)	19/e		(vii)Rather than being sculptured into temple,(viii) we're paint it on canvas.
Answer (cont)	19/f		(ix) So the history of Christos, ... so God and umm ... his father and his mother.
Answer (cont)	19/g		(x) Its similar, but different technique.
question:	20	Student2	(i) what about the season in Italy?
Answer	21/a	foreigner	(i) Well ... in Italy we have different season.
Answer(cont)	21/b		(i) First of all is that we are north
Answer(cont)	21/c		(ii) so for example in the winter the days are short ==
Answer(cont)	21/c		and(iii) in the summer, the days are very long.
-	22	Student3	(i)==short
Answer(cont)	23/a	foreigner	(i)Short means ... (ii) the shortest day is near December.
Answer(cont)	23/b		(iii) The sun comes up in eight

Answer(cont)	23/c		o'clock in the morning and by four o'clock in the afternoon, (iv)it's gone. (v)And the longer days ... right now ... June,(vi) you can have a light until nine o'clock at night (vii)and the sun rises at five or four o'clock in the morning.
Answer(cont)	23/d		(viii)When winter comes, we got rain and storms.
Answer(cont)	23/e		(ix)In the summer we have umm ... a little warm not as warm as(x) we got here (xi)but unique like here not very pleasant.
Question	24	Student	(i) umm ... usually umm ... in the summer ...
Answer	25	foreigner	(i)In the Summer ... they go to the beach... yes ... the beach or to the mountain.
-	26	Tourist guide	(i)Ok ... well, excuse me ...
Question	27/a	foreigner	(i)We should go?
compliance	27/b		(ii)Ok.
Acknowledge	28/a	Student3	(i)oh, yes, time is up.
Acknowledge (cont)	28/b		(ii)Thank you very much.

Analysis of mood choices

Mood choices	Turns/Moves	Participants	Clauses
Interrogative	1	Student	(i) (Could you tell me about the history of Borobudur?)
Elliptical Wh-interrogative	2	foreigner	(i) Can I tell you about?
Elliptical declarative	3	Student2	(i) The history of Borobudur.
Elliptical declarative	4/a	foreigner	(i) Well ... very little
Declarative			(ii) because I learn a little bit from him [pointing to a man next to him].
Declarative	4/b		(iii)Umm ... I'm coming down to up.
Declarative	4/c		(iv)And umm ... I was looking at the sculpture of the history of Siddhartha
declarative	4/d		(v) and then I've seen the Buddha side
declarative			(vi) about how he sat down umm ... for meditation.
declarative	5	Student2	(i) you come here only with your ()
Elliptical declarative	6	foreigner	(i) Just the two of us ()
Declarative	7	Student3	(i) It's your first time?
Elliptical interrogative	8/a	foreigner	(i) In Indonesia?
Minor	8/b		(ii)No.
declarative (cont)	8/c		(iii) Because I came here several times for work,
declarative (cont)	8/d		(iv)but that time I never came out of Jakarta.
declarative (cont)	8/e		(v)So, it's the first time out of Jakarta to enjoy the Borobudur.

Wh-interrogative	9	Student	(i)Where do you work at Jakarta?
declarative	10	foreigner	(i) umm ... we work in umm ...cables electric cables ...like [pointing] cable to collect energy ... to transfer energy ... electricity cable ... yes.
declarative	11	Student3	(i) we're interested to Italy.
minor	12/a	foreigner	(i)Yeah.
Interrogative	12/b		(ii)What do you wanna know?
declarative	13	Student	(i) We know Italy about football.
Declarative	14/a	foreigner	(i)That's not the best part of Italy.
Elliptical declarative	14/b		(ii) Football.
Elliptical wh-interrogative	15	Student2	(i)So?
declarative	16/a	foreigner	(i)There are much better places.
declarative	16/b		(ii)There are churches.
declarative	16/c		(iii)There are monuments which might be not as good as yours, smaller.
Wh-interrogative	17	Student3	(i)How about culture?
Elliptical declarative	18	foreigner	(i>About the culture.
Wh-interrogative	19/a		(ii)Umm ... well ...what can I tell you?
Declarative	19/b		(iii)We have a lot of paintings, sculpture.
declarative	19/c		(iv)We do have sculpture,
			(v) but we have a lot of paintings.

Elliptical declarative	19/d		(vi) So for example, the history of our religion.
declarative	19/e		(vii) Rather than being sculptured into temple, (viii) we're paint it on canvas.
declarative	19/f		(ix) So the history of Christos, ... so God and umm ... his father and his mother.
Declarative	19/g		(x) Its similar, but different technique.
Wh-interrogative season in Italy?	20	Student2	(i) what about the
declarative	21/a	foreigner	(i) Well ... in Italy we have different season.
declarative	21/b		(i) First of all is that we are north
declarative	21/c		(ii) so for example in the winter the days are short ==
declarative	21/c		and (iii) in the summer, the days are very long.
Elliptical declarative	22	Student3	(i) == short
declarative	23/a	foreigner	(i) Short means ... (ii) the shortest day is near December.
declarative	23/b		(iii) The sun comes up in eight o'clock in the morning and by four o'clock in the afternoon, (iv) it's gone.
declarative	23/c		(v) And the longer days ... right now ... June, (vi) you can have a light until nine

declarative			o'clock at night
			(vii) and the sun rises at five or four o'clock in the morning.
declarative	23/d		(viii) When winter comes, we got rain and storms.
Declarative	23/e		(ix) In the summer we have umm ... a little warm not as warm as
declarative			(x) we got here
elliptical declarative			(xi) but unique like here not very pleasant.
Elliptical interrogative	24	Student	(i) umm ... usually umm ... in the summer ...
declarative	25	foreigner	(i) In the Summer ... they go to the beach ... yes ... the beach or to the mountain.
-	26	Tourist guide	(i) Ok ... well, excuse me ...
declarative	27/a	foreigner	(i) We should go?
Minor	27/b		(ii) Ok.
declarative	28/a	Student3	(i) oh, yes, time is up.
Minor	28/b		(ii) Thank you very much.

Finding

Speech function	Speaker	
	Student	tourist
Offer		
Acceptance		
Rejection		

Command	1	
Compliance		2
Refusal		
Statement	2	
Acknowledgement	1	
Contradiction		1
question	7	4
Answer		10
Disclaimer		
Total	11	17

Table 3 Summary of speech functions in students and tourists conversation

Mood choices	Speaker	
	Student	tourist
declarative	5	32
Interrogative	3	2
Elliptical declarative	2	6
Elliptical interrogative	2	2
Minor clauses	1	3
Total	13	45

Table 4 Summary of mood choices in student and tourist conversation

Discussion

As Table 3 shows, in the transcribed text derived from the students and tourist conversation, speech function use is not reciprocal; the interaction is driven by questions produced exclusively by the students, the students produce 7 questions and the tourist/foreigner answers in response from students' questions (10). Oppositely only the tourist

takes on the role of giving Compliance and answer. The students try to initiate the interaction not only by using question, but they also produce statement and command. The conversation is dominated by the students as the initiators by producing some questions and the tourist as the responds giving some direct answer to those questions. It is clearly

visualized in turn/move 9-10. In these turns the student uses wh- question to get some information about the tourist's occupation.

Question	9	Student	(i)Where do you work at Jakarta?
Answer	10	foreigner	(i) umm ... we work in umm ...cables ... electric cables ...like [pointing] cable to collect energy ... to transfer energy ... electricity cable ... yes.

However not all of the initiation are responded base on the speech function pairs as introduced by Halliday (table 2), where question should be responded by answer or disclaimer and command should be responded by compliance or refusal. In move 1-4, the student tries to initiate by command, but the foreigner respond by using question. It indicates that the foreigner does not directly understand the previous move, so he tries to confirm/check the missing element.

Command	1	Student	(i) (Could you tell me about the history of Borobudur?)
Question	2	foreigner	(i) Can I tell you about?
Answer	3	Student2	(i) The history of Borobudur.
Compliance	4/a	foreigner	(i) Well ... very little (ii) because I learn a little bit from him [pointing to a man next to him].

In move 11-12, the statement produced by the student is responded by the foreigner by producing question. Unlike in move 2, here the tourist is definitely catch what is meant by the students but in this case he need to clarify about which part of Italy the student is interested in.

Statement	11	Student3	(i) we're interested to Italy.
	12/a	foreigner	(i)Yeah.
Question	12/b		(ii)What do you wanna know?

Those evidences show that the distribution of initiating to responding, giving to demanding roles are not well achieved. Such information tells us about the relationship between the interactants in a situation is not well balanced and there is miss distribution of power among them. As the initiators, the students have the power to decide the commodity being exchange. But this is also indicate that the students have limitation of linguistic knowledge and cannot understand the topic really well. Using question to initiate talk indicates the power of the speaker. By producing questions, the speaker demands something from the other.

From the number of turns and clauses produced by both interactants, I can conclude that the foreigner dominate the interaction by producing more turns and moves. It indicates how the

foreigner appreciates the students' afford in trying to communicate with foreigner by using English. As foreign language learners, the students have limited knowledge about English and try to communicate with a stranger they should also think about the subject or topic which might be interesting to talk by both participants.

The analysis on mood choices visualizes that in the conversation, declarative sentences are commonly produced by the tourist as the reaction toward the students' questions. Oppositely the students often choose interrogatives and declaratives to indicate questions. Declarative commonly produced by the interactant in spoken communication to indicate polar interrogative. These statements which indicate question are usually ended by rising intonation. It is clearly noted on move 5, and 7.

declarative	5	Student2	(i) you come here only with your ()
Declarative	7	Student3	(i) It's your first time?

In move 1, the student chooses interrogative to indicate command. People sometime choose declarative to reduce their power over someone else whenever they have to produce command. It is because if someone produces command it means the he is inferior or having more power over the addressee. In interaction, it is

usually considered as politeness strategy.

Elliptical clauses produced by the interactants indicate the relation between the current move and the previous move. Move 14/b implies that “football is not the best part of Italy”. The ellipsed element of structure has already mentioned in the previous clause.

Declarative	14/a	foreigner	(i)That's not the best part of Italy.
Elliptical declarative	14/b		(ii) Football.

Those evidences clearly support the conclusion that there is misdistribution on the communication in which a process of giving and demanding as an indication of sharing the power is taking place. The students show their power by producing more questions and play their role as the initiator; it means that the commodity exchanged is depended on the students. The foreigner on the other hand shows his domination by producing more moves and clauses. Those turns and

moves are the reaction of the initiations produced by the students. This is also indicates that the foreigner understands the topic very well, so he gives the demanded information as clearly as possible.

CONCLUSION AND SUGGESTION

The study gives us such a clear description on how do the English students of Muria Kudus University take their role on an oral